

## **Stephanie Tam Rosas, MA**

LMFT (#116439)

tamrosas.com

SchoolsForSocialJustice.com

**Equity Consultant** 



#### **Group Guidelines**

**1.** Speak from experience

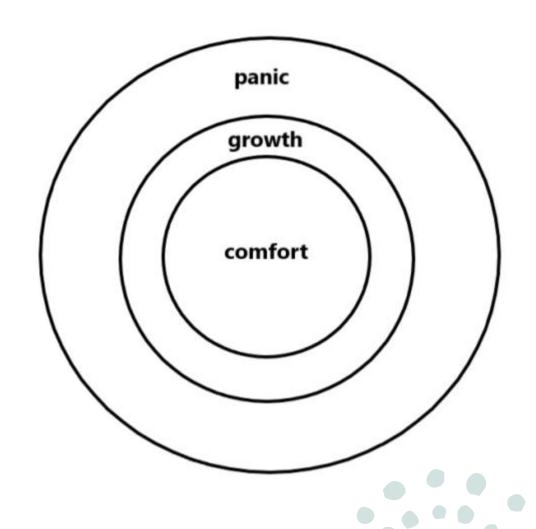
"I find myself thinking..."

"I find myself wondering..."

"I notice that I feel..."

2. Brave space (lean into learning; lean into discomfort)

- **3.** Challenge yourself to move out of your comfort zone
- 4. Take care of yourself
- 5. Share the air (time)
- 6. Listen to overall messages
- Move away from good/bad dichotomy





#### **Our bodies**

Anti-racism work is experienced through our bodies, not just our thoughts

- Informative: signs of discomfort
- Useful: integrate/release emotion
- -Breathe
- -Body check
- -Move your body







What are you worried/scared about?





Our own ability	Their (kids') understanding/emotions
Getting it right	They won't understand
Sounding racist	They will get upset
Knowing what to say	
<ul> <li>Having answers to big questions</li> </ul>	
<ul> <li>Unsure about what is</li> </ul>	
developmentally appropriate	





# Talking about race does not reinforce racism

If we can't name it, then we can't dismantle it





#### White Supremacy Culture

- A system of structural and societal racism which privileges white people over everyone else, regardless of the presence or absence of racial hatred.
- White racial advantages occur at both a collective and an individual level.
  - Prioritizes the feelings of white people over the dire needs of people of color
  - Assumes white culture should be the deviant culture in our country
  - Assumes that racism would be over if people of color just assimilated and acted more like white people







Lynching Hate Crimes

Blackface The N-word
Swastikas Neo-Nazis Burning Crosses
Racist Jokes Racial Slurs KKK

The Conscious Kid

**Covert White** 

Supremacy

Acceptable)

(Socially

Calling the Police on Black People White Silence Colorblindness
White Parents Self-Segregating Neighborhoods & Schools
Eurocentric Curriculum White Savior Complex Spiritual Bypassing
Education Funding from Property Taxes Discriminatory Lending

Mass Incarceration Respectability Politics Tone Policing

Racist Mascots Not Believing Experiences of BIPOC Paternalism

"Make America Great Again" Blaming the Victim Hiring Discrimination

"You don't sound Black" "Don't Blame Me, I Never Owned Slaves" Bootstrap Theory

School-to-Prison Pipeline Police Murdering BIPOC Virtuous Victim Narrative

Higher Infant & Maternal Mortality Rate for BIPOC "But What About Me?" "All Lives Matter"

BIPOC as Halloween Costumes Racial Profiling Denial of White Privilege
Prioritizing White Voices as Experts Treating Kids of Color as Adults Inequitable Healthcare

Assuming Good Intentions Are Enough Not Challenging Racist Jokes Cultural Appropriation

Eurocentric Beauty Standards Anti-Immigration Policies Considering AAVE "Uneducated"

Denial of Racism Tokenism English-Only Initiatives Self-Appointed White Ally

Exceptionalism Fearing People of Color Police Brutality Fetishizing BIPOC Meritocracy Myth

"You're So Articulate" Celebration of Columbus Day Claiming Reverse-Racism Paternalism

Weaponized Whiteness Expecting BIPOC to Teach White People Believing We Are "Post-Racial"

"But We're All One Big Human Family" / "There's Only One Human Race" Housing Discrimination

#### **Characteristics of White Supremacy Culture**

- Perfectionism
- Fear of open conflict
- Sense of urgency
- Either/or thinking
- Right to comfort





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What do we end up doing when we don't talk about race & racism with kids?





#### **Emotions**

OK: sadness, empathy, concerned

Less OK: overwhelmed, frightened, hopeless

-be aware of listening to the news near kids





# They're not too young to talk about race!













0 1 2 3 4 5 6+

At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers. (Kelly et al. 2005) Children as young as two years use race to reason about people's behaviors. (Hirschfeld, 2008) By 30 months, most children use race to choose playmates. (Katz & Kofkin, 1997)

Expressions of racial prejudice often peak at ages 4 and 5. (Aboud, 2008)

By five, Black and Latinx children in research settings show no preference toward their own groups compared to Whites; White children at this age remain strongly biased in favor of whiteness. (Dunham By kindergarten, children show many of the same racial attitudes that adults in our culture hold—they have already learned to associate some groups with higher status than others. (Kinzler, 2016)

Explicit
conversations with
5–7 year olds about
interracial friendship
can dramatically
improve their racial
attitudes in as little
as a single week.
(Bronson &
Merryman, 2009)

Young children notice and think about race. Adults often worry that talking about race will encourage racial bias in children, but the opposite is true. Silence about race reinforces racism by letting children

draw their own conclusions based on what they see. Teachers and families can play a powerful role in helping children of all ages develop positive attitudes about race and diversity and skills to promote a more just future—but only if we talk about it!

**Do some learning of your own** to get ready for conversations with children. Here are some good places to seek *information* and *training*:

• Teaching Tolerance - tolerance.org

et al, 2008)

- Raising Race Conscious Children raceconscious.org
- Embrace Race embracerace.org
- Teaching for Change teachingforchange.org
- AORTA Cooperative <u>aorta.coop</u>
- Fortify Community Health (CA) <u>fortifycommunityhealth@gmail.com</u>
- · Delaware Valley Assoc. for the Education of Young Children (PA) dvaevc.org



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#### Name it

- Name race explicitly
- Affirm children's questions/comments
- Speak to images or words that make you uncomfortable





#### Narrate it

- Talk about your feelings
- Make a personal connection
- Challenge stereotypes
- Connect to history as well as to the present





#### **Complicate it**

- Talk about fairness unfairness
- Show your children how they can be activists who can create change





#### Remember to

- Ask questions
- Let it go unresolved (for a time)
- Unanswered questions are ok





#### Teach Terms: List below is from "An Educational and Engaging Family Toolkit on Ending Police Brutality"

- (Social) Power Having control over what happens to ourselves and others.
- Harm Hurting someone's body or feelings, or taking away their **power** (even accidentally)
- Consequences What happens because of our actions.
- Conflict A disagreement between two people or groups who care about the consequences
- Justice Taking action to recover from a harmful conflict
  - o Punitive Justice Punishing people who do harm so others will be afraid to copy them
  - Restorative Justice Listening to people who have been harmed, those who harmed them, and anyone else affected and taking action to help everyone feel safe again
- Transformative Justice Restorative Justice, plus finding out what caused people to enter a conflict, and support them so
  it doesn't happen again

#### **Book Lists for Kids and Teens**

- 18 Powerful Children's Books about Race and Racism
- 15 books to help kids and teens understand why we say the words Black Lives Matter
- Social justice books (with descriptions and ratings)
- Books that demonstrate an appreciation of African American culture, by Black authors and illustrators
- Chapter books about Black, Latinx, and Asian kids living everyday life (ages 6-12)
- No White Saviors: Kids Books About Black Women in US History
- Children's Books By Brilliant Black Women: #OwnVoices Authors & Illustrators
- Books, Activities and Media to Help you Talk with Kids About Race and Racism (categorized by age group)





#### **Read Alouds**

**The Colors Of Us by Karen Katz** 

**Let's Talk About Race by Julius Lester** 

Something Happened In Our Town: A Child's Story About Racial Injustice

Woke Read Alouds: stories read by Ki

Virtual Bookshelf: videos of books on activism and racism being read aloud





#### Self reflection

- Keep learning—but don't wait
- This is an ongoing process, not a "jumping off point"



